

New Jersey Assessment of Skills & Knowledge 2007



Sample Assessments
Answer Key, Rubrics, and Exemplars
Grades 5–7

**Language Arts Literacy/
Mathematics**



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Language Arts Literacy Section
Grades 5, 6, & 7

Grade 5 Picture Prompt

Writing Task

A picture can tell a story, but different people will see different stories in the same picture. Look at this picture. What story do you think it tells? Write what you think is happening in this picture. What is the story behind it?

The writing you do in your answer folder will be scored. You may use the box provided on pages 2 and 3 of your answer folder to plan your ideas before you begin writing your story. Then write your story on the lines that follow.



Language Arts Literacy					
Writing					
New Jersey Holistic Scoring Rubric - Grade 5					
In scoring, consider the grid of written language	Inadequate Command	Limited Command	Partial Command	Adequate Command	Strong Command
Score	1	2	3	4	5
Content & Organization	*May lack opening and/or closing	*May lack opening and/or closing	*May lack opening and/or closing	*Generally has opening and/or closing	*Opening and closing
	*Minimal response to topic; uncertain focus	*Attempts to focus	*Usually has single focus	*Single focus	*Single focus
		*May drift or shift focus			*Sense of unity and coherence
					*Key ideas developed
	*No planning evident; disorganized	*Attempts organization	*Some lapses or flaws in organization	*Ideas loosely connected	*Logical progression of ideas
		*Few, if any, transitions between ideas	*May lack some transitions between ideas	*Transition evident	*Moderately fluent
	*Details random, inappropriate, or barely apparent	*Details lack elaboration that could highlight paper	*Repetitious details	*Uneven development of details	*Details appropriate and varied
			*Several unelaborated details		
Usage	*No apparent control	*Numerous errors	*Errors/patterns of errors may be evident	*Some errors that do not interfere with meaning	*Few errors
	*Severe/numerous errors				
Sentence Construction	*Assortment of incomplete and/or incorrect sentences	*Excessive monotony/same structure	*Little variety in syntax	*Some variety	*Variety in syntax appropriate and effective
		*Numerous errors	*Some errors	*Generally correct	
Mechanics	*Errors so severe they detract from meaning	*Numerous serious errors	*Patterns of errors evident	*No consistent pattern of errors	*Few errors
				*Some errors that do not interfere with meaning	

LANGUAGE ARTS LITERACY

Begin your writing here.

In the picture, there is an exciting story taking place and I would like to share that story with you. The story begins at the home of the two boys in the picture, Josh and Jacob. One Saturday morning, the boys wake up and hear the doorbell. They were surprised to see it was their Uncle Nate. The boys love spending time with Uncle Nate, but usually do not see him since he is often out of town.

The boys went to the kitchen to say hello. Uncle Nate picked up Jacob. He swung him around. Then he gave a big hug to Josh. They were all happy to be together once again.

"We're taking a special trip today!" said Uncle Nate. The boy's mom smiled and nodded. She had planned this surprise trip with Uncle Nate. So the boys got their backpacks and packed for the weekend. They had no idea what layed ahead for them!

Uncle Nate took the boys in the car. They drove all the way to the airport. The boys could not believe they were going to get on a plane! They had only been on a plane once to go to California. Uncle Nate said they were going to fly to Cleveland for two days to visit Aunt Sarah, Nate's wife. They boarded the

Continue your writing on the next page if you need to.

LANGUAGE ARTS LITERACY

Continue your writing here.

plane and in no time landed in Cleveland.

Soon, at the airport in Cleveland, Uncle Nate grabbed a cart for carrying luggage.

"Let me ride on the cart!" said Jacob.

"Me too!" said Josh.

So Uncle Nate lifted them on top of the bags. They zipped through the airport so fast! It was better than a roller coaster ride! Spending time with Uncle Nate was always good, but this was even better than they could have imagined.

This is what is being shown in this picture. After this picture was taken, the boys met up with Aunt Sara at the airport. They went to her house and had a wonderful vacation. It was such a nice surprise for the weekend and one they will never forget.

This 5-point response has a single focus—the surprise trip with Uncle Nate. There is a logical progression of ideas, and the details are appropriate. The writer demonstrates a sense of coherency by describing the joy of the ride and the time spent with Uncle Nate. There are few errors in mechanics. (*They had no idea what layed ahead for them!*) The use of varied sentence structures (*Soon, at the airport in Cleveland, Uncle Nate grabbed a cart for carrying luggage*) and dialogue provide interest and demonstrate a strong command of the language.

LANGUAGE ARTS LITERACY

Begin your writing here.

This picture tells a story about a dad and two boys on an adventure. They are probably at an airport. The dad did not want the boys to get bored while they were waiting for a plane. So the dad said "Hey boys, want to go for a ride on the suitcase cart?" And the boys were so excited to do it.

So, the littlest boy got on top, and the older boy got stood on the back. But the older boy had a bag. To help him, the dad took the boys bag and carried it on his back. It was fun for them to ride around. They had so much fun! They saw the planes at the airport. There were not many people around in the airport so it wasn't too hard and they didn't cause any problems except for the time they almost fell off around the corner going so fast. They could not wait to go back and see their mom. She was wondered where they went.

They went back to their mom and got off the cart. It was so much fun! They had no idea waiting at an air port could be so much of an adventure!

This 4-point response has a clear opening but a weak closing. The focus of riding on the cart while waiting for the airplane has some details and elaboration that would gain the reader's interest, but there is uneven development of details. The ideas are loosely connected with a few errors in usage. (*She was wondered where they went.*) However, these errors do not interfere with meaning. With greater attention to certain details, such as developing the boys' return to their mother, this response would have achieved a higher score.

LANGUAGE ARTS LITERACY

Begin your writing here.

The boys are happy to have a ride threw the busy airport. They are all late for the flight to see their friends. The airport is a busy place. This may not be the best place to try to have fun! Sometimes it takes a long time to wait in the airport. That is because of the scurity. You usually have to take your shoes off. Maybe if your late and have a cart with boys on it you have to stop there too. Because its busy they will need to get to there plane in time or they won't be as happy as they are in the pitchure. Just then the loudspeaker says "last call!" and they realize they need to move it. Off they go and they make their flight. That was a close call!

This focused 3-point response has an opening and a closing. Although the student attempts to tell a story about how two boys and their father pass the time while they wait for their plane, the ideas are disjointed. The basic sentences lack variety in syntax. (*The airport is a busy place. That is because of the scurity. Off they go and they make their flight.*) There are multiple errors in word usage (*threw, scurity, your, there, pitchure*). Better organization, more elaboration of ideas and details, and a variety of sentence structures would move this paper to a higher score.

LANGUAGE ARTS LITERACY

Begin your writing here.

The man in the picture wants to push the boys on the cart.
So the boys say "yes!" They go around the airport. They have
fun because they are all laughing but the airport police aren't
not to happy with it. The bag is the little boys he is going on
a trip and is bringing his cloths. Other people think they look
funny. But they are having fun. Then the boys go back. They
go on their trip on the airplane and say goodbye to the man.
The man says goodbye maybe he is going on a trip too.

In this brief 2-point response, the writer focuses on how two boys and a man spend their time waiting for their plane. (*The man in the picture wants to push the boys on the cart.*) However, the ideas are not organized, there is little elaboration, and the few transitions used indicate a limited command of the language.

LANGUAGE ARTS LITERACY

Begin your writing here.

It is a picture with a man. The man say lets go for a ride. It is his dad so they go for the ride on the cart. They ride around and the little boy is wearing a red hat. The boys have a suitcase one yellow one red and the little boy also has a red bag too that the man is carries. It is a little bit heavy to push the boys with all the bags.

Although this 1-point response introduces a few ideas, the uncertain focus suggests that the student did no planning. The writing is disorganized and the details are random. The errors in mechanics and sentence construction indicate an inadequate command of the language. (*The boys have a suitcase one yellow one red and the little boy also has a red bag too that the man is carries.*) More detail and a developed opening and closing would move this writing to a higher score.

Answer Key for NJ ASK Language Arts Literacy Grade 5 Assessment Samples

1. C
2. A
3. B
4. A
5. C
6. D
7. B
8. A
9. D
10. C
11. Please refer to generic rubric below.
12. Please refer to generic rubric below.

Language Arts Literacy	
Open-Ended Scoring Rubric for Reading, Listening, and Viewing	
Sample Task: The author takes a strong position on voting rights for young people. Use information from the text to support your response to the following.	
*Requirements: Explain the author's position on voting. Explain how adopting such a position would affect young people like you.	
Points	Criteria
4	A 4-point response clearly demonstrates understanding of the task, completes all requirements, and provides an insightful explanation/opinion that links to or extends aspects of the text.
3	A 3-point response demonstrates an understanding of the task, completes all requirements, and provides some explanation/opinion using situations or ideas from the text as support.
2	A 2-point response may address all of the requirements, but demonstrates a partial understanding of the task, and uses text incorrectly or with limited success resulting in an inconsistent or flawed explanation.
1	A 1-point response demonstrates minimal understanding of the task, does not complete the requirements, and provides only a vague reference to or no use of the text.
0	A 0-point response is irrelevant or off-topic.

**Requirements for these items will vary according to the task.*

11 As the article explains, Sybil Ludington was a real person.

- How did Sybil's actions affect the American Revolution?
- How could this historic ride influence other people?

Use specific information from the article and any additional insight to support your response.

11.

Sybil's actions affected the American Revolution because she was brave and accepted the challenge and rode on her horse to warn the townspeople. She warned them that the British were burning the town of Danbury. Because she did the ride, the Americans could push the British out of the area. The ride influences other people because history could be different. What if they didn't push the British out? If she didn't do her ride, the war may have ended a different way. Also, she influences other people by showing that young girls can do important things too. Many girls may see her as a hero. They will try to be brave like her when they see challenges at school or home or with their friends that seem hard at first but will find the courage to do whatever they need to do.

This 4-point response clearly demonstrates that the student synthesized the text and understood the task. The student provides appropriate text-based support relating to the influence of Sybil's ride and provides opinions that extend aspects of the text. (*What if they didn't push the British out? If she didn't do her ride, the war may have ended a different way. They will try to be brave like her when they see challenges at school or home or with their friends that seem hard at first but will find the courage to do whatever they need to do.*) The details used are accurate, and the writing demonstrates an understanding of the task.

11 As the article explains, Sybil Ludington was a real person.

- How did Sybil's actions affect the American Revolution?
- How could this historic ride influence other people?

Use specific information from the article and any additional insight to support your response.

11.

Sybil's actions made a huge difference in the American revolution. She did an important ride that warned people about the British in the town of Danbury. If she had not done this there could have been more trouble with the British. The historic ride could influence other people because she shows that women were an important part of history. Maybe Deborah Champion even rode because of Sybil Ludington. She was only sixteen and rode over 40 miles. That shows that she did a lot. Maybe it is important to show people that she could do a lot. It changes how people think.

This **3**-point response demonstrates an understanding of the task. The student briefly explains how Sybil's actions affected the American Revolution. (*She did an important ride that warned people about the British in the town of Danbury. If she had not done this there could have been more trouble with the British.*) The student also supplies text-based facts regarding how Sybil's ride might have influenced others. (*Maybe Deborah Champion even rode because of Sybil Ludington. She was only sixteen and rode over 40 miles.*) However, the response, although accurate, fails to elaborate on the importance of Sybil Ludington's ride. (*That shows that she did a lot.*) More insight is needed for a higher score.

11 As the article explains, Sybil Ludington was a real person.

- How did Sybil's actions affect the American Revolution?
- How could this historic ride influence other people?

Use specific information from the article and any additional insight to support your response.

11.

Her actions affect the American Revolution because she showed that a young girl could help save the country too. She got people to stop the British in Danbury. That was brave! She rode a lot on the horse to tell people. I think that people can do a lot in history even if it is not expected of them. So other people will be influenced like the local soldiers who were gathered at her father's farmhouse that night.

The student provides text-based answers for the first part of the task. (*She got people to stop the British in Danbury. She rode a lot on the horse to tell people.*) However, the last sentence does not provide enough information or elaboration to complete the second half of the task. (*So other people will be influenced like the local soldiers who were gathered at her father's farmhouse that night.*) Without further elaboration, this **2**-point response demonstrates a partial understanding of the required task.

11 As the article explains, Sybil Ludington was a real person.

- How did Sybil's actions affect the American Revolution?
- How could this historic ride influence other people?

Use specific information from the article and any additional insight to support your response.

11.

Sybil rode and warned people of the British burning a town. She did a lot of good things and rode twice as far as Paul Revere did. I think this stopped the British and this is important.

This **1**-point demonstrates the inclusion of some text-based facts. (*Sybil rode and warned people of the British burning a town.*) Although the student states Sybil Ludington's ride may have been important, there is no clear connection between her ride and the outcome of the American Revolution. There is also no insight concerning Sybil Ludington's possible influence on other people. More clearly stated facts and developed elaboration or insights are needed for a higher score.

11 As the article explains, Sybil Ludington was a real person.

- How did Sybil's actions affect the American Revolution?
- How could this historic ride influence other people?

Use specific information from the article and any additional insight to support your response.

11.

Sybil acted brave. She rode her horse alot that night. It was raining really hard but she did it anyway.

Although the student provides a few facts from the passage (*She rode her horse alot that night. It was raining really hard*), this **0**-point response demonstrates the student has minimal or no understanding of the task.

12 This article is about female patriots and their experiences.

- Why does the author choose to write about female patriots?
- Explain why it is important to recognize everyone's part in history.

Use specific information from the article and any additional insight to support your response.

12.

Julie Doyle Durway chooses to write about female patriots because they are probably not as well known as other Revolutionary War people like Paul Revere. She wants us to know that women at the time were brave and important to the war. Because of her brave deeds, Sybil Ludington helped her countrymen and countrywomen for America's freedom. It is important to recognize everyone's part in history because without each person's help, the events of history may have happened different. It is important to learn that sometimes people don't recognize the great things they do. When I was in first grade my family moved and I had to change schools. My parents told me to be brave even though I was really scared. Just like Sybil Ludington I did the best I could and made many friends the first day. My classmates liked me and

12.

I was able to do many great things. She rode twice as far as Paul Revere and she helped America. It is also important to know that even a teenage girl can do great things. That way, I know that I can do great things if I choose to.

This 4-point response demonstrates that the student synthesized the text and understood the task. The student makes the connection between Sybil Ludington's actions and the influence such actions can have on both historical outcomes (*without each person's help, the events of history may have happened different*) and the present. (*Just like Sybil Ludington I did the best I could and made many friends the first day.*) The details are accurate and the personal insights provided demonstrate that the student draws a logical, meaningful conclusion to the text. (*It is also important to know that even a teenage girl can do great things. That way, I know that I can do great things if I choose to.*)

12 This article is about female patriots and their experiences.

- Why does the author choose to write about female patriots?
- Explain why it is important to recognize everyone's part in history.

Use specific information from the article and any additional insight to support your response.

12.

The author writes about female patriots to show that they are important in history too. I did not know about female patriots before, but did hear about Paul Revere. It is important to recognize everyone's part in history. Even the young women need to be given credit for what they do. It is important to recognize everyone's part in history since it can surprise people and it can show what people can do. Debra Champion never thought she would help the Revolution, but she did, but she lost the town's supplies. She is important in history after all as a patriotic messenger, just like Paul Revere.

This **3**-point response is accurate and shows that the student read the passage and understood the task. The student addresses the importance of individuals' actions on historical events. (*Even the young women need to be given credit for what they do.*) However, if more elaboration and detail were provided as to why it is necessary to recognize people's importance, the answer would have earned a higher score.

12 This article is about female patriots and their experiences.

- Why does the author choose to write about female patriots?
- Explain why it is important to recognize everyone's part in history.

Use specific information from the article and any additional insight to support your response.

12.

The author wants people to know that there were women who helped the Revolution too. They are not as well known. But they are important too. Special people—like Sybil Ludington is important. She is important and should be recognized.

This **2**-point response demonstrates only a partial understanding of the task. Although the answer accurately addresses part one of the task (*there were women who helped the Revolution too*), the response does not attempt to address the second part of the task concerning its importance. Elaboration or insight on the first part of the task as well as a response for the second part of the task are needed for a higher score.

12 This article is about female patriots and their experiences.

- Why does the author choose to write about female patriots?
- Explain why it is important to recognize everyone's part in history.

Use specific information from the article and any additional insight to support your response.

12.

The author writes a story about female patriots because there are many people in history that should be famous but they aren't. They can do important things in history too. She rode her horse even though it was scary and dangerous.

The student provides only one text-based fact for support. (*She rode her horse even though it was scary and dangerous.*) This short 1-point response demonstrates a minimal understanding of the task. The response does not reflect that the student read and completely understood the passage for meaning and/or detail.

12 This article is about female patriots and their experiences.

- Why does the author choose to write about female patriots?
- Explain why it is important to recognize everyone's part in history.

Use specific information from the article and any additional insight to support your response.

12.

Many people were scared. The supplies were going to be lost.
She rides as fast as she could.

Although the student provides relevant facts from the passage (*The supplies were going to be lost. She rides as fast as she could*), there is no evidence that shows the student understood the passage; consequently, this **0**-point response demonstrates minimal or no understanding of the task.

Grade 5 Speculative Writing Task

Writing Task

A young boy busily collected everything he would need to take with him. The next day, as he began to set up his equipment, he realized he was missing a very important piece. He has to decide how to solve this problem.

Write a story about the boy, his problem, and what he does to solve it.

The writing you do in your answer folder will be scored. You may use the box provided on pages 2 and 3 of your answer folder to plan your ideas before you begin writing your story. Then write your story on the lines that follow.

Language Arts Literacy					
Writing					
New Jersey Holistic Scoring Rubric - Grade 5					
In scoring, consider the grid of written language	Inadequate Command	Limited Command	Partial Command	Adequate Command	Strong Command
Score	1	2	3	4	5
Content & Organization	*May lack opening and/or closing	*May lack opening and/or closing	*May lack opening and/or closing	*Generally has opening and/or closing	*Opening and closing
	*Minimal response to topic; uncertain focus	*Attempts to focus	*Usually has single focus	*Single focus	*Single focus
		*May drift or shift focus			*Sense of unity and coherence
					*Key ideas developed
	*No planning evident; disorganized	*Attempts organization	*Some lapses or flaws in organization	*Ideas loosely connected	*Logical progression of ideas
		*Few, if any, transitions between ideas	*May lack some transitions between ideas	*Transition evident	*Moderately fluent
	*Details random, inappropriate, or barely apparent	*Details lack elaboration that could highlight paper	*Repetitious details	*Uneven development of details	*Details appropriate and varied
			*Several unelaborated details		
Usage	*No apparent control	*Numerous errors	*Errors/patterns of errors may be evident	*Some errors that do not interfere with meaning	*Few errors
	*Severe/numerous errors				
Sentence Construction	*Assortment of incomplete and/or incorrect sentences	*Excessive monotony/same structure	*Little variety in syntax	*Some variety	*Variety in syntax appropriate and effective
		*Numerous errors	*Some errors	*Generally correct	
Mechanics	*Errors so severe they detract from meaning	*Numerous serious errors	*Patterns of errors evident	*No consistent pattern of errors	*Few errors
				*Some errors that do not interfere with meaning	

LANGUAGE ARTS LITERACY

Begin your writing here.

Here is a story about a boy who wanted to do something really awesome, but he forgot an important part! Here is what happened: Damon is the popular kid on his block. The little kids look up to him because he's older. He wanted to do something special. You know, he wants to show that he is a good role model for the little kids. So Damon plans a play for the parents in the neighborhood. He plans a great play with parts for all the other kids. He gives each of them a role, "Jeff, you will be the prince. Julie, you will be the princess. And I will be the king." "But what will I be?" said little Cathy. "Oh, you will be the young girl who lives in the castle." He made it sound important so she would feel important.

The story for the play would be about how the young prince would finally become king after his father. There was an important scene where the king would give the crown to the prince and be proud for him. This would be the point in the play hopefully that all the parents would smile and clap. They would be so proud of their children in the play at this point.

Finally then the big day came. All the parents were in

Continue your writing on the next page if you need to.

LANGUAGE ARTS LITERACY

Continue your writing here.

chairs on the patio at Damon's house. They were all ready to do the play because Damon had planned very carefully. He had a costume for everybody. He made a big poster to hang in the background. The poster made it look like they were in a garden near a castle. The other kids had helped paint it with supplies from Mrs. Schmidt's art class. But Damon forgot one important thing! He did not have a crown! What can he do? Damon was freaking out.

But then he saw some dandelions nearby in the grass. He quickly put them together in a nice ring. He sorta sewed them together in knots and then he took some other little white flowers and put them on top. It looked like a beautiful crown of flowers. It worked just fine.

The play was a big success. All the parents clapped so loudly when the king gave the prince the crown! It turned out to be a big success. Good thing Damon was able to think so quickly! He was proud of how he could figure out solutions to the problem so quickly.

In this 5-point response, key ideas are developed that progress in a logical sequence. Varied and complex sentence structures contribute to the coherence of the story. (They were all ready to do the play because Damon had planned very carefully. He quickly put them together in a nice ring. He sorta sewed them together in knots and then he took some other little white flowers and put them on top. It looked like a beautiful crown of flowers.) Overall, the student demonstrates a strong command of the language.

LANGUAGE ARTS LITERACY

Begin your writing here.

There once was a young boy named Kyle. He could not wait for the Fourth of July. That is when a big parade comes through his town. It is a parade with lots of fantastic things. This year, his best friend Aiden, was in the parade! So, he decided to go to the street early and find a good spot to sit. He went there and looked around. "I will be able to have the best view of the parade!" said Kyle. He wanted to go on top of a hill and wave a flag. Then Aiden could see him.

He planned it for a week and he got many things together. He needed to get together things so he would be ready for the parade. But then something happened the day of the parade.... and it was not a good thing, trust me. Kyle left his house he brought a chair and some snacks, and a bottle of water. But oh no! I forgot the flag! said Kyle. Lucky for him, he had a red patterned bandana. So he tied it on a stick he found on the side of the street that he blocked from traffic so the parade could

Continue your writing on the next page if you need to.

LANGUAGE ARTS LITERACY

Continue your writing here.

soon start. Poof! He had a flag! He waved and waved the flag as he whistled at Aiden when he passed by. It was a good day. He realized he did not need a flag after all, the bandana was just fine. It was a excellent 4th of July after all!

This 4-point response has a simple focus relating to Kyle, who has a friend walking in a Fourth of July parade. Kyle wants to be sure that his friend, Aiden, sees him. Kyle's dilemma creates suspense in the story. (*But oh no! I forgot the flag! said Kyle.*) The story comes to a conclusion. However, with more elaboration and balanced development, such as including more development of the character of Aiden, this response would have achieved a higher score.

LANGUAGE ARTS LITERACY

Begin your writing here.

There once was a boy. He was having a party for his sister.
It was a surprise party. He buys everything for the party.
Then he tells her freinds to come over. He invites every one.
They are ready for the big party. He can't wait to take her
picture. But he does not have his camera! He asks a friend. His
friend says yes I will go buy a camera for you. It was a
chaep one it was in a box at the store down the street from the
school they go to they are in fifth grade too. So his sister walks
in the door and he takes her picture. Surprise!!! Every one has a
great time at the party and the pictures proved it!!!

This focused 3-point response is about a boy who is having a surprise party for his sister. Although the writer uses transitions to connect ideas, the conjunctions used are basic. (*Then he tells her freinds to come over. But he does not have his camera!*) Better organization, more elaboration of ideas, and a greater variety of syntax would move this paper to a higher score.

LANGUAGE ARTS LITERACY

Begin your writing here.

The boy collects everything but he forgets his sleeping bag.
He was going camping. So he does not have a place to sleep he
will be cold in the night. He calls his mom. His mom comes
over they go to the store. "Oh, there's a sleeping bag, he says."
And she buyed it! He goes back camping and has a sleeping bag
for sleep. It was a great time and we all had fun.

In this brief 2-point response, the writer focuses on what happens when he forgets his sleeping bag. (*So he does not have a place to sleep he will be cold in the night.*) However, ideas are repetitive, with unelaborated details indicating a limited command of the language.

LANGUAGE ARTS LITERACY

Begin your writing here.

This is story about a boy who wants to take a pitcher of the moon. It will be a full moon. But he forgets his camra. What will he do? He sets up the next day but has not camra. So he watches the moon any way. His camra maybe his sister took it.

Although this 1-point response introduces several ideas, the writing is disorganized and details are random. The errors in sentence construction (*His camra maybe his sister took it*) and mechanics (*He sets up the next day but has not camra*) indicate an inadequate command of the language.

Answer Key for NJ ASK Language Arts Literacy Grade 5 Speculative Assessment Samples

1. C
2. A
3. B
4. A
5. C
6. D
7. B
8. A
9. D
10. C
11. Please refer to generic rubric below.
12. Please refer to generic rubric below.

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Open-Ended Scoring Rubric for Reading, Listening, and Viewing	
Sample Task: The author takes a strong position on voting rights for young people. Use information from the text to support your response to the following.	
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3	A 3-point response demonstrates an understanding of the task, completes all requirements, and provides some explanation/opinion using situations or ideas from the text as support.
2	A 2-point response may address all of the requirements, but demonstrates a partial understanding of the task, and uses text incorrectly or with limited success resulting in an inconsistent or flawed explanation.
1	A 1-point response demonstrates minimal understanding of the task, does not complete the requirements, and provides only a vague reference to or no use of the text.
0	A 0-point response is irrelevant or off-topic.

**Requirements for these items will vary according to the task.*

11 As the article explains, Sybil Ludington was a real person.

- How did Sybil's actions affect the American Revolution?
- How could this historic ride influence other people?

Use specific information from the article and any additional insight to support your response.

11.

Sybil's actions affected the American Revolution because she was brave and accepted the challenge and rode on her horse to warn the townspeople. She warned them that the British were burning the town of Danbury. Because she did the ride, the Americans could push the British out of the area. The ride influences other people because history could be different. What if they didn't push the British out? If she didn't do her ride, the war may have ended a different way. Also, she influences other people by showing that young girls can do important things too. Many girls may see her as a hero. They will try to be brave like her when they see challenges at school or home or with their friends that seem hard at first but will find the courage to do whatever they need to do.

This 4-point response clearly demonstrates that the student synthesized the text and understood the task. The student provides appropriate text-based support relating to the influence of Sybil's ride and provides opinions that extend aspects of the text. (*What if they didn't push the British out? If she didn't do her ride, the war may have ended a different way. They will try to be brave like her when they see challenges at school or home or with their friends that seem hard at first but will find the courage to do whatever they need to do.*) The details used are accurate, and the writing demonstrates an understanding of the task.

11 As the article explains, Sybil Ludington was a real person.

- How did Sybil's actions affect the American Revolution?
- How could this historic ride influence other people?

Use specific information from the article and any additional insight to support your response.

11.

Sybil's actions made a huge difference in the American revolution. She did an important ride that warned people about the British in the town of Danbury. If she had not done this there could have been more trouble with the British. The historic ride could influence other people because she shows that women were an important part of history. Maybe Deborah Champion even rode because of Sybil Ludington. She was only sixteen and rode over 40 miles. That shows that she did a lot. Maybe it is important to show people that she could do a lot. It changes how people think.

This **3**-point response demonstrates an understanding of the task. The student briefly explains how Sybil's actions affected the American Revolution. (*She did an important ride that warned people about the British in the town of Danbury. If she had not done this there could have been more trouble with the British.*) The student also supplies text-based facts regarding how Sybil's ride might have influenced others. (*Maybe Deborah Champion even rode because of Sybil Ludington. She was only sixteen and rode over 40 miles.*) However, the response, although accurate, fails to elaborate on the importance of Sybil Ludington's ride. (*That shows that she did a lot.*) More insight is needed for a higher score.

11 As the article explains, Sybil Ludington was a real person.

- How did Sybil's actions affect the American Revolution?
- How could this historic ride influence other people?

Use specific information from the article and any additional insight to support your response.

11.

Her actions affect the American Revolution because she showed that a young girl could help save the country too. She got people to stop the British in Danbury. That was brave! She rode a lot on the horse to tell people. I think that people can do a lot in history even if it is not expected of them. So other people will be influenced like the local soldiers who were gathered at her father's farmhouse that night.

The student provides text-based answers for the first part of the task. (*She got people to stop the British in Danbury. She rode a lot on the horse to tell people.*) However, the last sentence does not provide enough information or elaboration to complete the second half of the task. (*So other people will be influenced like the local soldiers who were gathered at her father's farmhouse that night.*) Without further elaboration, this **2**-point response demonstrates a partial understanding of the required task.

11 As the article explains, Sybil Ludington was a real person.

- How did Sybil's actions affect the American Revolution?
- How could this historic ride influence other people?

Use specific information from the article and any additional insight to support your response.

11.

Sybil rode and warned people of the British burning a town. She did a lot of good things and rode twice as far as Paul Revere did. I think this stopped the British and this is important.

This **1**-point demonstrates the inclusion of some text-based facts. (*Sybil rode and warned people of the British burning a town.*) Although the student states Sybil Ludington's ride may have been important, there is no clear connection between her ride and the outcome of the American Revolution. There is also no insight concerning Sybil Ludington's possible influence on other people. More clearly stated facts and developed elaboration or insights are needed for a higher score.

11 As the article explains, Sybil Ludington was a real person.

- How did Sybil's actions affect the American Revolution?
- How could this historic ride influence other people?

Use specific information from the article and any additional insight to support your response.

11.

Sybil acted brave. She rode her horse alot that night. It was raining really hard but she did it anyway.

Although the student provides a few facts from the passage (*She rode her horse alot that night. It was raining really hard*), this **0**-point response demonstrates the student has minimal or no understanding of the task.

12 This article is about female patriots and their experiences.

- Why does the author choose to write about female patriots?
- Explain why it is important to recognize everyone's part in history.

Use specific information from the article and any additional insight to support your response.

12.

Julie Doyle Durway chooses to write about female patriots because they are probably not as well known as other Revolutionary War people like Paul Revere. She wants us to know that women at the time were brave and important to the war. Because of her brave deeds, Sybil Ludington helped her countrymen and countrywomen for America's freedom. It is important to recognize everyone's part in history because without each person's help, the events of history may have happened different. It is important to learn that sometimes people don't recognize the great things they do. When I was in first grade my family moved and I had to change schools. My parents told me to be brave even though I was really scared. Just like Sybil Ludington I did the best I could and made many friends the first day. My classmates liked me and

12.

I was able to do many great things. She rode twice as far as Paul Revere and she helped America. It is also important to know that even a teenage girl can do great things. That way, I know that I can do great things if I choose to.

This 4-point response demonstrates that the student synthesized the text and understood the task. The student makes the connection between Sybil Ludington's actions and the influence such actions can have on both historical outcomes (*without each person's help, the events of history may have happened different*) and the present. (*Just like Sybil Ludington I did the best I could and made many friends the first day.*) The details are accurate and the personal insights provided demonstrate that the student draws a logical, meaningful conclusion to the text. (*It is also important to know that even a teenage girl can do great things. That way, I know that I can do great things if I choose to.*)

12 This article is about female patriots and their experiences.

- Why does the author choose to write about female patriots?
- Explain why it is important to recognize everyone's part in history.

Use specific information from the article and any additional insight to support your response.

12.

The author writes about female patriots to show that they are important in history too. I did not know about female patriots before, but did hear about Paul Revere. It is important to recognize everyone's part in history. Even the young women need to be given credit for what they do. It is important to recognize everyone's part in history since it can surprise people and it can show what people can do. Debra Champion never thought she would help the Revolution, but she did, but she lost the town's supplies. She is important in history after all as a patriotic messenger, just like Paul Revere.

This **3**-point response is accurate and shows that the student read the passage and understood the task. The student addresses the importance of individuals' actions on historical events. (*Even the young women need to be given credit for what they do.*) However, if more elaboration and detail were provided as to why it is necessary to recognize people's importance, the answer would have earned a higher score.

12 This article is about female patriots and their experiences.

- Why does the author choose to write about female patriots?
- Explain why it is important to recognize everyone's part in history.

Use specific information from the article and any additional insight to support your response.

12.

The author wants people to know that there were women who helped the Revolution too. They are not as well known. But they are important too. Special people—like Sybil Ludington is important. She is important and should be recognized.

This **2**-point response demonstrates only a partial understanding of the task. Although the answer accurately addresses part one of the task (*there were women who helped the Revolution too*), the response does not attempt to address the second part of the task concerning its importance. Elaboration or insight on the first part of the task as well as a response for the second part of the task are needed for a higher score.

12 This article is about female patriots and their experiences.

- Why does the author choose to write about female patriots?
- Explain why it is important to recognize everyone's part in history.

Use specific information from the article and any additional insight to support your response.

12.

The author writes a story about female patriots because there are many people in history that should be famous but they aren't. They can do important things in history too. She rode her horse even though it was scary and dangerous.

The student provides only one text-based fact for support. (*She rode her horse even though it was scary and dangerous.*) This short 1-point response demonstrates a minimal understanding of the task. The response does not reflect that the student read and completely understood the passage for meaning and/or detail.

12 This article is about female patriots and their experiences.

- Why does the author choose to write about female patriots?
- Explain why it is important to recognize everyone's part in history.

Use specific information from the article and any additional insight to support your response.

12.

*Many people were scared. The supplies were going to be lost.
She rides as fast as she could.*

Although the student provides relevant facts from the passage (*The supplies were going to be lost. She rides as fast as she could*), there is no evidence that shows the student understood the passage; consequently, this **0**-point response demonstrates minimal or no understanding of the task.

Grade 6 Persuasive Prompt

Writing Task

Every day for the past month, the lunch period at school has become louder and less orderly. The principal has decided to solve these problems by making the lunch period a silent lunch. This has caused a conflict in your school.

Write a letter to the principal expressing whether you agree or disagree with the principal's decision. Use examples and other evidence to support your position.

You may use the box provided on pages 2 and 3 of your answer folder to plan your ideas before you begin writing your letter. Then write your letter on the lines that follow.

Language Arts Literacy						
Writing						
New Jersey Holistic Scoring Rubric - Grades 6 and 7						
In scoring, consider the grid of written language	Inadequate Command	Limited Command	Partial Command	Adequate Command	Strong Command	Superior Command
Score	1	2	3	4	5	6
Content & Organization	*May lack opening and/or closing	*May lack opening and/or closing	*May lack opening and/or closing	*Generally has opening and/or closing	*Opening and closing	*Opening and closing
	*Minimal response to topic; uncertain focus	*Attempts to focus	*Usually has single focus	*Single focus	*Single focus	*Single, distinct focus
		*May drift or shift focus			*Sense of unity and coherence	*Unified and coherent
					*Key ideas developed	*Well-developed
	*No planning evident; disorganized	*Attempts organization	*Some lapses or flaws in organization	*Ideas loosely connected	*Logical progression of ideas	*Logical progression of ideas
		*Few, if any, transitions between ideas	*May lack some transitions between ideas	*Transition evident	*Moderately fluent	*Fluent, cohesive
*Details random, inappropriate, or barely apparent	*Details lack elaboration that could highlight paper	*Repetitious details	*Uneven development of details	*Details appropriate and varied	*Details effective, vivid, explicit, and/or pertinent	
		*Several unelaborated details				
Usage	*No apparent control	*Numerous errors	*Errors/patterns of errors may be evident	*Some errors that do not interfere with meaning	*Few errors	*Very few, if any, errors
	*Severe/numerous errors					
Sentence Construction	*Assortment of incomplete and/or incorrect sentences	*Excessive monotony/same structure	*Little variety in syntax	*Some errors that do not interfere with meaning	*Few errors	*Very few, if any, errors
		*Numerous errors	*Some errors			
Mechanics	*Errors so severe they detract from meaning	*Numerous serious errors	*Patterns of errors evident	*No consistent pattern of errors	*Few errors	*Very few, if any, errors
				*Some errors that do not interfere with meaning		
Nonscorable Responses	NR = No Response		Student wrote too little to allow reliable judgment of his/her writing.			
	OT = Off Topic/Off Task		Student did not write on the assigned topic/task, or the student attempted to copy the prompt.			
	NE = Not English		Student wrote in a language other than English.			
	WF = Wrong Format		Student refused to write on the topic, or the writing task folder was blank.			

LANGUAGE ARTS LITERACY

Begin your writing here.

Dear Principal Foley,

My name is Alisa, and I am a sixth-grade student here at Geraldine Middle School. I am writing to you about your new rule to have silent lunch periods. I would like to give you some ways to solve this conflict at our school. I will show that this is not a wise choice for our school.

To begin with, children will be children. Although bad behavior should be disciplined, I believe this decision is overboard. We are just being the young people we are. You need to remember that we still need to be taught, not given harsh rules.

Secondly, there are many other ways to deal with this problem. For example, we could have a 3-strike warning system. This way students are given a fair warning for bad behavior. We have the chance then yet to fix it. But instead you didn't give us a warning, but took away our rights to just talk. Another way we could do this is by using colored lights. Yellow would mean we are warned and should quiet down and red would mean we have to stop and be quiet. That "quiet" time could be for five minutes and maybe longer if we had more than one red light during lunch time. Yet another way

Continue your writing on the next page if you need to.

LANGUAGE ARTS LITERACY

Continue your writing here.

to work out this problem could be with a reward system. Each table could earn points for good behavior with the top ten tables earning a special treat!

Finally, please remember that we work hard in class all day. Students need a time to just talk with our friends. I agree totally that lunch can't be loud or disorderly but students should have a time to chat and socialize so that we can feel ready to go back to our class and study again.

Please consider my ideas and rethink the new lunchtime rule. I think it goes against what it is to be in middle school. There are certain freedoms that should be given to us. Is it wrong to expect children our age to need time to laugh and talk? I think not. I believe that there is a better way to work this out.

Sincerely,

Alisa Sampson

This focused 6-point response provides a thorough argument against the principal's decision. The student elaborates on three alternatives (a 3-strike warning system, using colored lights, a reward system) to the current situation in a cohesive and logical fashion. The use of a rhetorical question in the closing works well as a compositional risk that succeeds in developing the argument. There are very few errors in syntax, usage, and mechanics. Overall, the well-organized and thoughtful details included indicate a superior command of the language.

LANGUAGE ARTS LITERACY

Begin your writing here.

To the Principal:

My name is Terry and I have been going to this school now for 2 years. I have seen a lot of good and bad happen here, but I must say this is one of the worst things I have ever seen. I apologize, but this new lunch rule is ridiculous.

There is a time for play and a time for work. I believe that lunchtime should remain a time to play. Let me give you my reasons why.

First, I do not get to see many of my friends during the day because of classes and because of study time after school. Lunch is the only time I get to talk with my friends and have a good time. It is important for us to have time with friends. Second I do not think it is natural to have a silent time like this. Do they do this in offices at work? Can you talk while you eat lunch in your office? I feel that we as people, not just kids need to be allowed time to relax and think about other things and not just our academics. In order for us to act more grown up you have to treat us like we're more grown up. Then we can act the way we should. Third, I feel that there are other ways to solve the noise problem than creating a silent lunch.

Continue your writing on the next page if you need to.

LANGUAGE ARTS LITERACY

Continue your writing here.

We should be able to have some say in what's decided.

In summary, you need to change the new lunch time rule. It is unnatural and unfair. Thank you for your time.

Sincerely,

Terry Jackson

This 5-point response is focused on the belief that “*lunchtime should remain a time to play.*” The key ideas are developed with some mechanics and usage errors, which demonstrate a strong command of the language. The student provides an opening and closing that helps focus the writing. The student attempts to establish an analogy with office work but does not fully develop it. Additional examples and elaboration are needed to move this response to a higher score.

LANGUAGE ARTS LITERACY

Begin your writing here.

Dear Principle Manning,

I think you are a good principle. Some people don't like the new rule in lunch you made. But I agree. I think you have a good idea. Students are too loud. You can't enjoy lunch when it is so loud and there is too much rowdy stuff. If we keep this up then we can enjoy lunch. Because when students are too loud, you can't have any fun. It is just to loud and you can't think. You don't have to think to much when you're eating, but it still would be nice. So I think we should have the quiet lunch so that it is not as loud ever day.

I remember that we had silent time in elemetary school when we were to loud. Mrs. Brown would tell us to be quiet. This is the same thing here. When we were good during lunch we would get to do more things during class. For example we'd have more free time to read or play reading and spelling games instead of doing homework. That was fun. It will help us learn a lesson. Maybe when we are quiet for a while you will let us talk again during lunch, right?

Continue your writing on the next page if you need to.

LANGUAGE ARTS LITERACY

Continue your writing here.

So, I agree with the silent lunch. I think you are a good principle.

From your friend,

Brendon Thompson

This focused 4-point response has an opening and closing. (*So, I agree with the silent lunch.*) The ideas are loosely connected and some details are unevenly developed. There are some errors in usage, but these do not interfere with the meaning. (*Some people don't like the new rule in lunch you made. It is just to loud.*) Overall, the response demonstrates an adequate command of written language. However, fewer errors, additional examples, and more elaboration are needed for a higher score.

LANGUAGE ARTS LITERACY

Begin your writing here.

Dear Principal,

I agree with youre lunch time rule. Many students won't but I do. I think it is really good to give rules when there is less orders. We get too loud then you have to do something about it. I think some of the kids get waaay too loud. They yell at each other and think they are funny. They sometimes ruin lunch for us other poeple.

I like to relax during lunch, and that is important too. Students need time to take it easy. We study and think a lot in class. Lunch is a nice time to relax. I think a silent lunch is a good time to relax. We can get our thoughts better for next class.

Thank you, and I agree with the lunchtime silence.

From, Karen

This 3-point response is focused on agreeing with the lunchtime rule. It briefly touches on the idea of relaxing and preparing for the next class. However, the lack of transitions, multiple errors in usage (*youre, less orders, get our thoughts better*), and the lack of variety in sentence structure (*Students need time to take it easy. We study and think a lot in class. Lunch is a nice time to relax*) demonstrate only a partial command of the language.

LANGUAGE ARTS LITERACY

Begin your writing here.

To the principel of our scholl:

I think that this is a bad idea. I disagree. You said that we cannot talk during luch but when are we supossed to talk. It is not fair I disagree with the idea. maybe there are other scholls that do it. But we do not need to do it. Does it even work at the other scholls. it should be changed. It should be changed now so we can all eat luch together we need to talk during luch and the rule is not a good idea. That is my position.

Jessica

This 2-point response has an opening and closing; however, it lacks transitions concerning the main idea. (*I disagree with the idea.*) The numerous errors in usage and mechanics (*principel, scholl, disagree, luch, supossed*) and the short, choppy sentences demonstrate a limited command of the language. Fewer errors, more detail, and elaboration are needed for a higher score.

LANGUAGE ARTS LITERACY

Begin your writing here.

dear principle

I like lunchtime and you cannot take it away from us. We need time to talk and that is the lunchtime for. If it is quiet what will we do. Who made this rule? sit ther and no have fun because it is quiet and ther is no reason for it since we were not to bad to begin with anyway in the first place. it is a silly rule it is not a good rul. Ther is not time to talk in math class and sceince class and in gym class. please ask the principle to change this.

This 1-point response lacks both a focus and a closing. The ideas lack elaboration. There is no control over the numerous errors in usage, mechanics, and sentence structure. The incorrect punctuation (*If it is quiet what will we do*), capitalization (*sit ther*), and spelling (*canot, ther, rul, Ther*) that interfere with the meaning of the response demonstrate an inadequate command of the language.

Answer Key for NJ ASK Language Arts Literacy Grade 6 Assessment Samples

1. B
2. B
3. C
4. D
5. B
6. A
7. C
8. D
9. C
10. A
11. Please refer to generic rubric below.
12. Please refer to generic rubric below.

Language Arts Literacy	
Open-Ended Scoring Rubric for Reading, Listening, and Viewing	
Sample Task: The author takes a strong position on voting rights for young people. Use information from the text to support your response to the following.	
*Requirements: Explain the author's position on voting. Explain how adopting such a position would affect young people like you.	
Points	Criteria
4	A 4-point response clearly demonstrates understanding of the task, completes all requirements, and provides an insightful explanation/opinion that links to or extends aspects of the text.
3	A 3-point response demonstrates an understanding of the task, completes all requirements, and provides some explanation/opinion using situations or ideas from the text as support.
2	A 2-point response may address all of the requirements, but demonstrates a partial understanding of the task, and uses text incorrectly or with limited success resulting in an inconsistent or flawed explanation.
1	A 1-point response demonstrates minimal understanding of the task, does not complete the requirements, and provides only a vague reference to or no use of the text.
0	A 0-point response is irrelevant or off-topic.

**Requirements for these items will vary according to the task.*

11 Near the end of the story, the author says, "Something smelled of trickery."

- As used in this story, what does this phrase mean?
- Explain why Fox was able to outsmart Tiger.

Use specific information from the story and any additional insight to support your response.

11.

The phrase "Something smelled of trickery" means that Tiger was able to tell a little that he was being fooled by Fox. There really wasn't a smell, but he could feel something was happening. It's kind of like when you know something isn't right, but are not quite sure what it is. That's the way Tiger felt. Tiger was just not smart enough to realize what Fox was doing. See, Fox was having Tiger follow him. He said to Tiger "Walk with me in the jungle." When Tiger did this, the animals were all afraid of him. But Tiger thought they were doing that because Fox had told him that HE scared the animals. If he maybe had a moment longer, Tiger would have realized he was tricked. But it happened so fast, and he let Fox go. This is kind of like when I trick my younger brother into doing one of my chores. He just isn't old enough yet to

11.

figure out how I do it. Sometimes we don't always see what's really going on around us, so we need to pay careful attention to how people act and why they act the way they do.

This 4-point response demonstrates that the student synthesized the passage and has a clear understanding of the task. The student uses relevant text to explain Fox's deception (*He said to Tiger "Walk with me in the jungle"*) and provides appropriate insight and elaboration to draw a meaningful conclusion from Fox's actions. (*This is kind of like when I trick my younger brother into doing one of my chores. He just isn't old enough yet to figure out how I do it.*)

11 Near the end of the story, the author says, “Something smelled of trickery.”

- As used in this story, what does this phrase mean?
- Explain why Fox was able to outsmart Tiger.

Use specific information from the story and any additional insight to support your response.

11.

This phrase means that something was not right. Tiger could tell that something sneaky was going on, but he did not catch on right away. That is why Fox was able to trick Tiger. He was thinking quicker than Tiger when he said “Follow me.” All the animals looked afraid of Fox. Sometimes when we trick people, things don’t always work. But it worked for Fox this time.

Although this 3-point response is accurate and demonstrates an understanding of the task, there is limited support and elaboration provided. The student explains why Fox was able to outsmart Tiger, but does not extend a meaningful conclusion or insight from the Fox’s deception; the focus remains only on Fox’s actions. (*But it worked for Fox this time.*) With additional elaboration and insight, this response would earn a higher score.

11 Near the end of the story, the author says, “Something smelled of trickery.”

- As used in this story, what does this phrase mean?
- Explain why Fox was able to outsmart Tiger.

Use specific information from the story and any additional insight to support your response.

11.

The phrase “Something smelled of trickery” means that the Tiger could smell that the Fox was tricking him. Tiger could not believe that all the animals were afraid of Fox. He looked around in disbelief. But he did not know what was really happening. Fox was tricking him. Fox could trick him because he could be much smarter.

The student provides an inaccurate answer to the meaning of the phrase “Something smelled of trickery.” (*Tiger could smell that the Fox was tricking him.*) The student answers the second part of the task (*Fox could trick him because he could be much smarter*) but provides no text support or elaboration. Without additional explanation and insight, this **2**-point response demonstrates only a partial understanding of the task.

11 Near the end of the story, the author says, “Something smelled of trickery.”

- As used in this story, what does this phrase mean?
- Explain why Fox was able to outsmart Tiger.

Use specific information from the story and any additional insight to support your response.

11.

This phrase means that Tiger could tell something was wrong. Could it be possible that this small doglike creature was truly King of the Animals? He could outsmart Tiger because he acted smarter than him.

The student provides a brief answer to the questions with no support. The student attempts to provide textual support, but the line is not developed in the student’s response and it does not relate to the task in a meaningful way. (*Could it be possible that this small doglike creature was truly King of the Animals?*) This 1-point response demonstrates a minimal understanding of the task.

11 Near the end of the story, the author says, “Something smelled of trickery.”

- As used in this story, what does this phrase mean?
- Explain why Fox was able to outsmart Tiger.

Use specific information from the story and any additional insight to support your response.

11.

This means its a smell in the air that Tiger didn't know.

Fox is too cute.

The student's **0**-point response relates only to the first part of the task and lacks elaboration. This response demonstrates that the student has little or no understanding of the task.

12 Tiger is surprised by Fox's reaction to him.

- Is Fox afraid of Tiger? Explain.
- Do you think the other animals should fear Tiger? Why or why not?

Use specific information from the story and any additional insight to support your response.

12.

I believe that Fox is afraid of Tiger, but doesn't show it. He knows that Tiger could eat him. Fox already knew that all animals were afraid of Tiger. He knew that all animals ran away when he walked by. That is why he asked Tiger to walk with him through the jungle. I think other animals should fear Tiger because he is powerful, and is willing to hurt other animals. He is strong, but not very smart. He proves this by being easily tricked by Fox. That would mean that he is dangerous because he is very powerful but not smart enough about his power. I think for that reason other animals should be afraid of him. If you are smart and strong, you will know when you need to be tough and when you can be nice to get things done.

This 4-point response demonstrates the student has a full understanding of the task. The student develops logical conclusions that explain why Fox is afraid of Tiger. (*He knows that Tiger could eat him. Fox already knew that all animals were afraid of Tiger. He knew that all animals ran away when he walked by. That is why he asked Tiger to walk with him through the jungle.*) The student presents a strong argument for why animals should fear Tiger (*because he is powerful, and is willing to hurt other animals*). The response provides an appropriate lesson learned from Fox's and Tiger's situation. (*If you are smart and strong, you will know when you need to be tough and when you can be nice to get things done.*)

12 Tiger is surprised by Fox's reaction to him.

- Is Fox afraid of Tiger? Explain.
- Do you think the other animals should fear Tiger? Why or why not?

Use specific information from the story and any additional insight to support your response.

12.

No, I don't think that Fox is afraid of Tiger. He knows that Tiger is bigger and stronger than any other animal, but Fox knows that he is more tricky than Tiger. He does not even act scared for a second when Tiger jumps out at him. He just knows exactly what to say to trick him. I do not think other animals should fear Tiger because he is easy to trick, like Fox did.

This **3**-point response demonstrates an understanding of the task. The student explains why Fox is not afraid of Tiger. (*He knows that Tiger is bigger and stronger than any other animal, but Fox knows that he is more tricky than Tiger.*) The student briefly explains why other animals should not feel afraid of Tiger (*because he is easy to trick, like Fox did*). However, the response fails to demonstrate insightful explanation that would extend the meaning of the text. More support and elaboration are needed for a higher score.

12 Tiger is surprised by Fox's reaction to him.

- Is Fox afraid of Tiger? Explain.
- Do you think the other animals should fear Tiger? Why or why not?

Use specific information from the story and any additional insight to support your response.

12.

Yes. Fox is afraid of Tiger. He is the scariest animal. Tiger jumped out at Fox and maybe Fox didn't act afraid but I believe he really was. How could he not be? I think that every animal is afraid of Tiger. I think they should be because he is so strong and pounced on any animal.

The student answers both portions of the task. This **2-point** response contains some details (*because he is so strong and pounced on any animal*), but there is very little information from the text to support the student's opinion. More support, details from the text, and meaningful insight would result in a higher score for this response.

12 Tiger is surprised by Fox's reaction to him.

- Is Fox afraid of Tiger? Explain.
- Do you think the other animals should fear Tiger? Why or why not?

Use specific information from the story and any additional insight to support your response.

12.

No, Fox isn't afraid of Tiger because he can be clever around him. And Fox thinks he's the most strongest animal when Tiger's near him. Other animals should be afraid of Tiger.

This 1-point response demonstrates a limited understanding of the task. Although the student answers the first part of the task, the explanation does not relate to the text for support. Additional details, elaboration, and insight are needed to address the second part of the task in order to receive a higher score.

12 Tiger is surprised by Fox's reaction to him.

- Is Fox afraid of Tiger? Explain.
- Do you think the other animals should fear Tiger? Why or why not?

Use specific information from the story and any additional insight to support your response.

12.

Foxes and Tigers should be happy. Please don't be feared.

This brief 0-point response is off-topic and demonstrates partial or no understanding of the task.

Grade 7 Persuasive Prompt

Writing Task

There is a park in your town used by the residents. A popular fast-food chain wants to buy the land and build a restaurant on it. Losing the park to get the restaurant has caused a conflict in the town.

Write a letter to the mayor explaining whether you think the town should keep or sell the park. Use examples and other evidence to support your position.

You may use the box provided on pages 2 and 3 of your answer folder to plan your ideas before you begin writing your letter. Then write your letter on the lines that follow.

Language Arts Literacy						
Writing						
New Jersey Holistic Scoring Rubric - Grades 6 and 7						
In scoring, consider the grid of written language	Inadequate Command	Limited Command	Partial Command	Adequate Command	Strong Command	Superior Command
Score	1	2	3	4	5	6
Content & Organization	*May lack opening and/or closing	*May lack opening and/or closing	*May lack opening and/or closing	*Generally has opening and/or closing	*Opening and closing	*Opening and closing
	*Minimal response to topic; uncertain focus	*Attempts to focus	*Usually has single focus	*Single focus	*Single focus	*Single, distinct focus
		*May drift or shift focus			*Sense of unity and coherence	*Unified and coherent
					*Key ideas developed	*Well-developed
	*No planning evident; disorganized	*Attempts organization	*Some lapses or flaws in organization	*Ideas loosely connected	*Logical progression of ideas	*Logical progression of ideas
		*Few, if any, transitions between ideas	*May lack some transitions between ideas	*Transition evident	*Moderately fluent	*Fluent, cohesive
	*Details random, inappropriate, or barely apparent	*Details lack elaboration that could highlight paper	*Repetitious details	*Uneven development of details	*Details appropriate and varied	*Details effective, vivid, explicit, and/or pertinent
*Several unelaborated details						
Usage	*No apparent control	*Numerous errors	*Errors/patterns of errors may be evident	*Some errors that do not interfere with meaning	*Few errors	*Very few, if any, errors
	*Severe/numerous errors					
Sentence Construction	*Assortment of incomplete and/or incorrect sentences	*Excessive monotony/same structure	*Little variety in syntax	*Some errors that do not interfere with meaning	*Few errors	*Very few, if any, errors
		*Numerous errors	*Some errors			
Mechanics	*Errors so severe they detract from meaning	*Numerous serious errors	*Patterns of errors evident	*No consistent pattern of errors	*Few errors	*Very few, if any, errors
				*Some errors that do not interfere with meaning		
Nonscorable Responses	NR = No Response		Student wrote too little to allow reliable judgment of his/her writing.			
	OT = Off Topic/Off Task		Student did not write on the assigned topic/task, or the student attempted to copy the prompt.			
	NE = Not English		Student wrote in a language other than English.			
	WF = Wrong Format		Student refused to write on the topic, or the writing task folder was blank.			

LANGUAGE ARTS LITERACY

Begin your writing here.

Dear Mayor Chin,

I am writing to you to tell you that a park can be really great for our town, but I think we need new restaurant instead. So, I completely support selling the park for a new restaurant. First, our town only has one fast food place.

Nowadays people like to get hot and fresh food because their so busy. Nobody has time anymore to just cook a meal. This way we will have more choices when we want to eat.

The next point is that the teenagers need our own spot. We need a place to get cheap food and a place for hanging out with our friends. We could hang out at a park, but we might starve. Plus it gets really cold sometimes, so we couldn't stay in the park anyhow in the winter. A park can't be as good as a fast food place.

The third point is that we have enough other parks all ready. I can remember in fourth grade and fifth grade playing at Green Tree park. So, this park is very special for me. But I am not going to stop that from making me see what the best choice is. I think kids can use the other parks of our town. We have Oak park and Streamwood park in other

Continue your writing on the next page if you need to.

LANGUAGE ARTS LITERACY

Continue your writing here.

parts of the town. So, people will still be able to play in parks even if we don't have Green Tree.

I would support selling the park for a fast food restaurant. I think that this town needs a new fast food place to give us more choices and places to go. Teenagers need a place to go, too. And we already have a lot of parks. Please think carefully about this decision. Thank you.

Sincerely,

Jared Hampton

This 6-point response provides a very thorough and focused argument for selling the park in favor of a fast food restaurant. The student successfully takes a compositional risk by choosing to support the less popular choice and providing solid reasons for doing so. (*Our town only has one fast food place. This way we will have more choices when we want to eat.*) The use of effective and specific details with very few errors (*restuarant*) demonstrates a superior command of the language.

LANGUAGE ARTS LITERACY

Begin your writing here.

Dear Mayor Martha Rosen,

My name is Betty Sanchez and I am a 7th-grade student at Brookland Middle School. In the local news I've heard alot about a popular fast food chain who wants to take our park away from us all. That's a really bad idea. There are two reasons why we must keep our park and try to stop the restaurant chain from coming here.

I think nature has got to be saved for the future. If we have no nature around us, what will the world be like? It will not be good for all the children in the future. There are lots of places where people can eat, and they can eat at a park too. Our school always goes to the park for trips, and its never been boring.

We have a lot to loose if Green Tree Park becomes another fast food chain place. Our school does alot of science studies there, so we really need to keep such an important place for our education. Where else will we be able to learn about different kinds of birds and other small animals? We can also get together there on weekends to play. There're a basketball court to play on, and lights are there to play when it gets dark. That

Continue your writing on the next page if you need to.

LANGUAGE ARTS LITERACY

Continue your writing here.

makes it important for all of us so that we can share and have a great time. We always can play there in the summer.

It is so important that we keep the park for its beauty and for everybody in our town.

Thank you for your time.

Betty Sanchez

This 5-point response clearly develops several key ideas (nature should be saved for the future, for education, and for recreation). The variety of syntax, the effective use of questions, and the overall flow of ideas demonstrate a strong command of the language. However, a more developed closing would help move this paper to a higher level.

LANGUAGE ARTS LITERACY

Begin your writing here.

Dear Mayor:

The restaurant is a good idea, but I think you need to keep the Green Tree Park where it is. It's an important place for the children in our town. It's also part of our town history. I hope you will agree with me that it is best to keep the park.

The park is a really very special place for children. It is where they can play. And if you take the park away, they will not have this place to play. So please remember it is important to keep the park, especially for the children.

Second, the park has a lot of history for our town. There is a statue in the park because the park had the first baseball field in the whole country. Lots of people still play baseball in the park. The park's great in the summer. It's something special that'll go away if the park turns into a restaurant. That's why it's so important to keep the park for everybody in town. Please do the right thing and keep Green Tree Park where it is.

Continue your writing on the next page if you need to.

LANGUAGE ARTS LITERACY

Continue your writing here.

You won't ever be sorry.

Thanks!

Marissa Arnold

This organized 4-point response clearly focuses on two reasons to keep the park: its importance to children and its role in the town's history. Both reasons have details and some elaboration. There is a logical progression of ideas that support the position taken. Good transitions and some variety in sentence structure demonstrate an adequate command of the language. However, additional elaboration of both ideas would be needed for a higher score.

LANGUAGE ARTS LITERACY

Begin your writing here.

Dear Mr. Jenkins,

Thank you for reading my letter. It is a very important issue, and I know you're very busy. But this is very important and we need to figure it out now.

The park is going to be sold to a fast food chain. Why? This is a problem and I have two important reasons why. Firstly, the children in town need the park to play at. There is an office building nearby where parents work. Then they can play with their kids there after work. That is what me and my dad always do. Another thing that's important too is all the animals in the park will lose their homes. Where would they go? I would like to help them all but we can't. I have pets all ready, and they're happy. We go to the park whenever we can. I won't have anywhere to take them if the park goes away. That's not fair to the animals at all.

Also, I don't like fast food. We learn in health class its

Continue your writing on the next page if you need to.

LANGUAGE ARTS LITERACY

Continue your writing here.

not healthy to eat fast food. I did a project on fast food and it is really bad for everybody to eat just fast food all the time and not exercise enough. Keeping the park is the best idea yet.

From,

James Pearson

This 3-point response has a single focus (*keeping the park*) and gives three unevenly developed reasons. There is a repetition of ideas within the reasons. The various errors in usage and mechanics and the lack of syntactical variety demonstrate only a partial command of the language. More specific details and more evenly developed supporting ideas would contribute to a higher score.

LANGUAGE ARTS LITERACY

Begin your writing here.

Dear mayor

I really want the resturant because it would be good for the town. We have lots of parks all ready and nobody goes anyway, so why keep it. We can always go to a nuther park if we need to. Its not difficult. There are many near our school. My favorite thing to do is basketball.

The food there is good and people'll like to have em for lunch and for dinner and for snacks. Well have fun trying the new foods. it will be good for the people in our town and I think you will even like the food to!

From a 7th gr. student

Sam

In this 2-point response, the writing attempts to focus on one position. However, the coherence of the writing lapses and loses focus in the second paragraph. There are several errors in mechanics and usage (*resterant*, *Its*, *nuther*, *people'll*) that demonstrate a limited command of the language. Better organization, additional specific details, and fewer errors would contribute to a higher score.

LANGUAGE ARTS LITERACY

Begin your writing here.

Mayor

I think you shouldnt do this. There is a park the park is
imprtant for kids. They need to play and run. what else is
important. they have no where else to go to if you do that. why
do that. keep the park and every one will be happy

Megan

This 1-point response provides only one reason for keeping the park (*the park is imprtant for kids*). The details supporting this reason are barely evident in the writing. Multiple errors in mechanics and usage detract from the meaning of the student's response. More development, fewer errors, and stronger details would help move this response to a higher score.

Answer Key for NJ ASK Language Arts Literacy Grade 7 Assessment Samples

1. B
2. A
3. B
4. C
5. C
6. D
7. A
8. D
9. D
10. A
11. Please refer to generic rubric below.
12. Please refer to generic rubric below.

Language Arts Literacy	
Open-Ended Scoring Rubric for Reading, Listening, and Viewing	
Sample Task: The author takes a strong position on voting rights for young people. Use information from the text to support your response to the following.	
*Requirements: Explain the author's position on voting. Explain how adopting such a position would affect young people like you.	
Points	Criteria
4	A 4-point response clearly demonstrates understanding of the task, completes all requirements, and provides an insightful explanation/opinion that links to or extends aspects of the text.
3	A 3-point response demonstrates an understanding of the task, completes all requirements, and provides some explanation/opinion using situations or ideas from the text as support.
2	A 2-point response may address all of the requirements, but demonstrates a partial understanding of the task, and uses text incorrectly or with limited success resulting in an inconsistent or flawed explanation.
1	A 1-point response demonstrates minimal understanding of the task, does not complete the requirements, and provides only a vague reference to or no use of the text.
0	A 0-point response is irrelevant or off-topic.

**Requirements for these items will vary according to the task.*

11 Think about how Sam changed on the last Fourth of July when his cousin Rob visited.

- Explain how Sam's attitude toward the bird-calling contest changed throughout that day.
- Predict how Sam will react to the unique interests of others now.

Use specific information from the story and any additional insight to support your response.

11.

To begin with, Sam doesn't want anything to do with the bird calling contest this year at all! He feels that he's going to be so embarrassed in front of his cousin. But Sam learns an important lesson about being selfish. He learns he just always focused on himself, but not on his dad. Once he saw how depressed his father looked, he felt bad. Then he felt even more terrible because his father talked about baseball cards. The dad understood Sam's passion. In the end, Sam realizes that how people see him isn't as important as family. This means Sam will understand the unique interests of others in the future. Now, he will use that with everything in life. If Sam saw his mom wearing a funny dress, he wouldn't laugh at her. He would understand it is special to her. So he would just let her wear it and be happy for her.

This 4-point response demonstrates that the student fully understood the task. The student provides specific, textual details from the story to demonstrate the changes in Sam. (*He feels that he's going to be so embarrassed in front of his cousin. Once he saw how depressed his father looked, he felt bad. Then he felt even more terrible because his father talked about baseball cards. The dad understood Sam's passion.*) The student provides a logical prediction of Sam's future reactions and provides a hypothetical situation to support that prediction. (*Sam will understand the unique interests of others in the future. If Sam saw his mom wearing a funny dress...he would just let her wear it and be happy for her.*)

- 11** Think about how Sam changed on the last Fourth of July when his cousin Rob visited.
- Explain how Sam's attitude toward the bird-calling contest changed throughout that day.
 - Predict how Sam will react to the unique interests of others now.
- Use specific information from the story and any additional insight to support your response.

11.

Sam changed throughout that Fourth of July. He was kindof selfish in the beginning, because he didn't want to do what his dad loves to do. He knew the contest was important because it was a family tradition. But when he found out he was going to be visited by Rob, he was almost sick. He didn't want anyone seeing his dad doing his bird calls. It'd be so embarrassing. But then in the car he thinks of something different. His dad is really cool! His dad is so nice to him because of the baseball cards! He should be nice too. And Rob loved the contest too. He nudged him and said how good Sam's dad was. So now Sam will react in a good way to others. Because he knows that if they are nice to him about his interests, maybe he should be nice back.

This **3**-point response demonstrates understanding of the text. The student uses relevant details from the text to explain how Sam changed. (*He was kindof selfish in the beginning, because he didn't want to do what his dad loves to do. He didn't want anyone seeing his dad doing his bird calls. It'd be so embarrassing.*) Although the student does predict how Sam may react in the future, there is no attempt to provide a meaningful or insightful extension of how Sam's experience could apply to others.

11 Think about how Sam changed on the last Fourth of July when his cousin Rob visited.

- Explain how Sam's attitude toward the bird-calling contest changed throughout that day.
- Predict how Sam will react to the unique interests of others now.

Use specific information from the story and any additional insight to support your response.

11.

In the beginning, Sam didn't want to go to the contest with his dad. It is embarrassing. He tries to trick his family so Rob won't go to the contest. But then he goes with everybody because it is so important to his dad. Then the end of the story says Sam is older so he has to understand things better. Now he'll always like the birdcalling contest and other things. He won't try to stop other people from doing things, because I think he is nicer now.

In this 2-point response, the student presents information from the text to explain how Sam changes. (*Sam didn't want to go to the contest with his dad. It is embarrassing. He tries to trick his family so Rob won't go to the contest. But then he goes with everybody because it is so important to his dad.*) The student also attempts to make a prediction concerning Sam's future behavior. (*Now he'll always like the birdcalling contest and other things.*) However, the student does not accurately interpret why Sam has changed. (*I think he is nicer now.*) Additional support and elaboration are also needed for a higher score.

- 11** Think about how Sam changed on the last Fourth of July when his cousin Rob visited.
- Explain how Sam’s attitude toward the bird-calling contest changed throughout that day.
 - Predict how Sam will react to the unique interests of others now.
- Use specific information from the story and any additional insight to support your response.

11.

Sam's attitude toward the birdcalling contest changed throughout that day. At first he says that it's sumthang he rally hates the worst. But then he goes with everbody cause of his dad, who is nice.

The brief and incomplete 1-point response shows a limited understanding of the task. The student attempts to describe how Sam changed with general ideas from the passage. (*At first he says that it's sumthang he rally hates the worst. But then he goes with everbody cause of his dad, who is nice.*) The response does not include a prediction of how Sam will react to the unique interests of others. Additional details, insight, and elaboration on the second part of the task would give this response a higher score.

- 11** Think about how Sam changed on the last Fourth of July when his cousin Rob visited.
- Explain how Sam's attitude toward the bird-calling contest changed throughout that day.
 - Predict how Sam will react to the unique interests of others now.
- Use specific information from the story and any additional insight to support your response.

11.

*I will explain how Sam's call countest day support
reponse.*

This very brief **0**-point response demonstrates little or no understanding of the task. The student begins with an opening phrase but then recreates a portion of the directions.

- 12** The story is told completely from Sam's point of view. Think about how the story would be different if it were told from Sam's father's point of view.
- Why would Sam's father agree to go to the restaurant instead of going to the bird-calling contest? Explain.
 - How would Sam's father feel about Sam changing his mind? Explain.

Use specific information from the story and any additional insight to support your response.

12.

Sam's father would agree to go to the restaurant instead of going to the bird-calling contest, because he loves his son. He doesn't want his son to be embarrassed. I think that happens a lot with parents. They want to make sure we're happy. My mom once embarrassed me because she likes to hum songs at the grocery store. I told her to stop, so she did it for me. Parents make sacrifices Sam's father did that by saying they would go to the restaurant. But I think Sam's father was really proud about Sam changing his mind. He would think, "I think Sam is really growing up. Finally, he isn't going to let things embarrass him anymore." Sam's father would know that Sam was learning how to make sacrifices too.

This 4-point response demonstrates that the student has synthesized the text and understood the task. The student provides a clear explanation as to why Sam's father would agree to go to the restaurant instead of the contest and provides anecdotal evidence as support. (*He doesn't want his son to be embarrassed. My mom once embarrassed me because she likes to hum songs at the grocery store. I told her to stop, so she did it for me.*) The writer not only states how Sam's father would feel about Sam changing his mind but also elaborates on the father's feelings. (*Sam's father would know that Sam was learning how to make sacrifices too.*) This insight into the distinct character of Sam's father provides meaning beyond the text.

- 12** The story is told completely from Sam's point of view. Think about how the story would be different if it were told from Sam's father's point of view.
- Why would Sam's father agree to go to the restaurant instead of going to the bird-calling contest? Explain.
 - How would Sam's father feel about Sam changing his mind? Explain.

Use specific information from the story and any additional insight to support your response.

12.

Sam's father agrees to go to the restaurant because he realizes it's important to Sam. He knows that Sam is embarrassed about his bird calls. Sam says in the story that he knows his father knows he's embarrassed. So we know his father's not doing it for him. He doesn't want to make Sam feel terrible. But after Sam changes his mind his father must've been so happy! He could do his yellow flycatcher. So it was good that Sam finally respected his father and said to turn the car around and go to the fair. This shows he's supporting his father. I know how it feels to be embarrassed by people, and it doesn't feel nice at all.

This **3**-point response demonstrates an understanding of the task. The student briefly explains why Sam's father would agree to go to the restaurant. (*He knows that Sam is embarrassed about his bird calls.*) Although the student provides a logical conclusion to Sam's attitude change (*Sam finally respected his father*), Sam's father's feelings about the change are not fully developed, which does not allow for meaning beyond the text. Greater detail and more elaboration are needed for a higher score.

- 12** The story is told completely from Sam’s point of view. Think about how the story would be different if it were told from Sam’s father’s point of view.
- Why would Sam’s father agree to go to the restaurant instead of going to the bird-calling contest? Explain.
 - How would Sam’s father feel about Sam changing his mind? Explain.

Use specific information from the story and any additional insight to support your response.

12.

The reason Sam's father goes to the restaurant is because he knows his son is embarrassed about him. He does not want to go to the fair for being embarrassed, so he decides to take Rob to the restaurant. This way, Sam won't be upset so he will keep collecting baseball cards. Sam's father's point would be happy. He would be very happy about Rob making Sam do the right thing.

This 2-point response demonstrates a limited understanding of the text. The student provides some irrelevant and inaccurate information that does not support the task. (Sam’s father’s point would be happy. He would be very happy about Rob making Sam do the right thing.) Additional details and elaboration based on accurate elements from the text are needed for a higher score.

- 12** The story is told completely from Sam’s point of view. Think about how the story would be different if it were told from Sam’s father’s point of view.
- Why would Sam’s father agree to go to the restaurant instead of going to the bird-calling contest? Explain.
 - How would Sam’s father feel about Sam changing his mind? Explain.

Use specific information from the story and any additional insight to support your response.

12.

Sam's father agreed to go to the resturant cause Sam told them to. But then he said Hey! Stop the car. So they did and went and made bird calls. So Sam's dad was happy. But he was probably didn't know why Sam kept changing his mind.

This brief 1-point response demonstrates a minimal understanding of the task. Even though the student uses details from the story, the student inaccurately answers the first bullet. The response to the second bullet demonstrates that the student did not synthesize the text. (*But he was probably didn't know why Sam kept changing his mind.*)

12 The story is told completely from Sam's point of view. Think about how the story would be different if it were told from Sam's father's point of view.

- Why would Sam's father agree to go to the restaurant instead of going to the bird-calling contest? Explain.
- How would Sam's father feel about Sam changing his mind? Explain.

Use specific information from the story and any additional insight to support your response.

12.

*Sam is really mean. There'd be a better stop to the story.
Then we'd be happy.*

This brief and inaccurate 0-point response clearly demonstrates little or no understanding of the task.

Mathematics Section
Grades 5, 6, & 7

Answer Key for NJ ASK 2007 Grade 5 Mathematics Assessment Samples

- | | |
|-------|---------------------|
| 1. D | 13. A |
| 2. A | 14. C |
| 3. B | 15. A |
| 4. D | 16. D |
| 5. B | 17. C |
| 6. C | 18. B |
| 7. A | 19. C |
| 8. B | 20. B |
| 9. A | 21. A |
| 10. D | 22. C |
| 11. B | 23. Please refer to |
| 12. D | rubric below. |

Mathematics	
Open-Ended Scoring Rubric	
Points	Criteria
3	<p>The student correctly and completely answers both parts of the question and shows supporting work. There may be one computational error. For example:</p> <p>Part A. The student may draw a 12-ft x 14-ft patio. Since Mrs. Garza is using 1-ft x 2-ft bricks, the student should determine how many bricks she uses by multiplying $6 \times 14 = 84$ bricks OR by multiplying $7 \times 12 = 84$ bricks.</p> <p>Part B. The area is 168 square feet ($12 \times 14 = 168$), and the perimeter is 52 feet ($12 + 12 + 14 + 14 = 52$).</p>
2	<p>The student completes both parts of the question and shows supporting work but makes a process error that results in a wrong answer.</p> <p>OR</p> <p>The student correctly answers both parts of the question but does not provide supporting work for one part.</p>
1	The student correctly answers one part of the question and may show little or no supporting work.
0	The response shows insufficient understanding of the problem's essential mathematical concepts. The response is incomplete or inaccurate and contains major errors, or no response is given.

- 23** Mrs. Ganza is planning to build a new rectangular brick patio. She plans on using bricks that are 1 foot wide by 2 feet long. She would like the new patio to be 12 feet by 14 feet. She expects that no bricks will need to be cut.

Part A

Mrs. Ganza uses only whole 1-foot-by-2-foot bricks. State how many bricks should be used. Justify your answer.

Part B

Determine the total area and the perimeter of the new patio. Show all your work.

MATHEMATICS

23.

Part A

Mrs. Ganza uses 1 x 2 foot size bricks. I counted the number of rows and the number of columns. I have 6 rows and 14 columns. So I can fit in the patio 84 bricks because I multiplied 6×14 .

Part B

The patio is 12 feet by 14 feet so I multiply 12×14 to get 168 sq ft of area and add the 4 sides to get perimeter
 $12 + 12 = 24$ and $14 + 14 = 28$
 $24 + 28 = 52$. I get 52 ft for perimeter.

This is a 3-point response because the student has completed both parts of the problem correctly and shown supporting work. The student has given a clear description to support the number of bricks needed, has correctly determined the perimeter and area, and has provided complete supporting work.

- 23** Mrs. Ganza is planning to build a new rectangular brick patio. She plans on using bricks that are 1 foot wide by 2 feet long. She would like the new patio to be 12 feet by 14 feet. She expects that no bricks will need to be cut.

Part A

Mrs. Ganza uses only whole 1-foot-by-2-foot bricks. State how many bricks should be used. Justify your answer.

Part B

Determine the total area and the perimeter of the new patio. Show all your work.

MATHEMATICS

23.

Part A

It is a 12 x 14 foot patio. The lady uses 1 x 2 foot size bricks to cover her patio. She uses 84 bricks.

Part B

The perimeter is 52 ft and area is 168 sq ft

$$12 + 12 + 14 + 14 = 52$$

This is a **2-point** response because the student has correctly completed both parts of the problem but shows little supporting work. The supporting work for the number of bricks is not complete, and the support for the area is missing.

- 23** Mrs. Ganza is planning to build a new rectangular brick patio. She plans on using bricks that are 1 foot wide by 2 feet long. She would like the new patio to be 12 feet by 14 feet. She expects that no bricks will need to be cut.

Part A

Mrs. Ganza uses only whole 1-foot-by-2-foot bricks. State how many bricks should be used. Justify your answer.

Part B

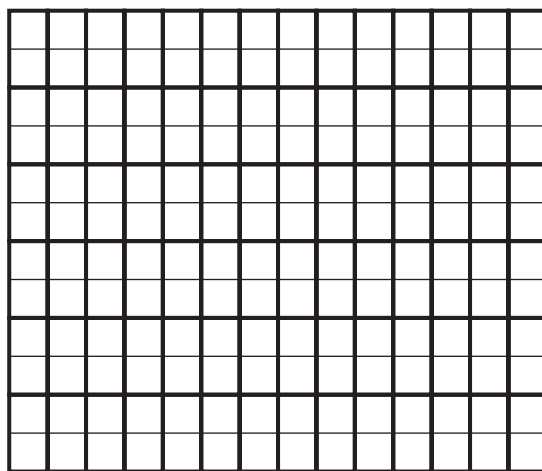
Determine the total area and the perimeter of the new patio. Show all your work.

MATHEMATICS

23.

Part A

Mrs. Garza wants 12 x 14 patio. She is gonna use bricks that are 1 x 2. She gonna need 84 bricks.



Part B

Perimeter equals 168.

This is a 1-point response because the student correctly and completely answers only Part A, with incomplete support. The student gives only the area for Part B, with no supporting work.

- 23** Mrs. Ganza is planning to build a new rectangular brick patio. She plans on using bricks that are 1 foot wide by 2 feet long. She would like the new patio to be 12 feet by 14 feet. She expects that no bricks will need to be cut.

Part A

Mrs. Ganza uses only whole 1-foot-by-2-foot bricks. State how many bricks should be used. Justify your answer.

Part B

Determine the total area and the perimeter of the new patio. Show all your work.

MATHEMATICS

23.

Part A

I think the patio is to big to fit in her yard.

Part B

The perimeter is a square. It has 4 sides like a square.

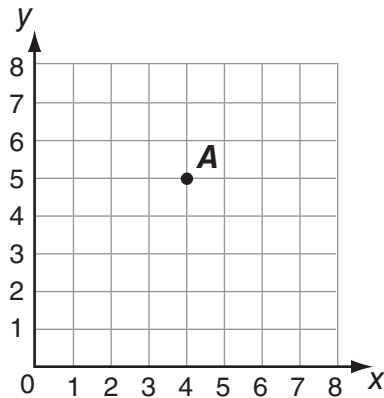
This is a **0**-point response because the student has not completed any part of the problem correctly. The response shows no understanding of the problem's essential mathematical concepts.

Answer Key for NJ ASK 2007 Grade 6 Mathematics Assessment Samples

- | | | |
|------|-------|---------------------|
| 1. D | 9. C | 17. A |
| 2. B | 10. C | 18. B |
| 3. C | 11. B | 19. D |
| 4. A | 12. A | 20. D |
| 5. D | 13. B | 21. D |
| 6. D | 14. C | 22. C |
| 7. C | 15. A | 23. Please refer to |
| 8. A | 16. C | rubric below. |

Mathematics	
Open-Ended Scoring Rubric	
Points	Criteria
3	<p>The student correctly plots all points, AND correctly identifies the type of triangle formed, AND identifies a possible location of Point <i>D</i>, AND explains the definition of a trapezoid with respect to the given quadrilateral. For example:</p> <p>Part A. Correctly plots Point <i>A</i> from graph in test booklet, Point <i>B</i> is plotted at point (1, 5), and Point <i>C</i> is plotted at point (1, 2).</p> <p>Part B. The triangle is identified as a right and/or isosceles triangle.</p> <p>Part C. Point <i>D</i> is plotted at (5, 2), (6, 2), and (7, 2) OR at any coordinate that makes <i>ABCD</i> a trapezoid, and those coordinates are identified. Also, quadrilateral <i>ABCD</i> is identified as a trapezoid because it has one set of parallel sides.</p>
2	<p>The student correctly completes three or four of the parts of the question.</p> <p>The student correctly completes Part A and Part B, but incorrectly plots Point <i>D</i> or makes an error in the explanation.</p> <p>OR</p> <p>The student incorrectly plots one of the points in Part A but correctly answers the other parts of the question based on the incorrect plotting; i.e., if the student plots Point <i>B</i> at (2, 5), the triangle will be obtuse.</p>
1	<p>The student correctly completes only one or two of the parts of the question.</p> <p>OR</p> <p>The student shows some understanding of coordinate graphing, triangles, and/or trapezoids, but the response is incomplete and/or contains several flaws.</p>
0	<p>The response shows insufficient understanding of the problem's essential mathematical concepts. The response is incomplete or inaccurate and contains major errors, or no response is given.</p>

- 23** The coordinate grid below shows Alice's neighborhood. Point A represents Alice's house. Her friends Barbara, Carlos, and Dana also live in the neighborhood.



Part A

Plot Point A on the grid in your answer booklet. Barbara's house is at the point $(1, 5)$. Plot that point and label it Point B . Carlos' house is at the point $(1, 2)$. Plot that point and label it Point C .

Part B

If Alice walks to Barbara's house and the two girls then walk to Carlos' house before returning to Alice's, which type of triangle is formed?

Part C

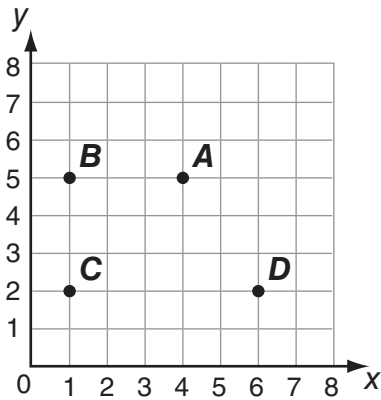
Point D represents Dana's house. When the four houses are connected by line segments, they form a trapezoid.

Find and label a Point D on the grid. Identify the coordinates of the point you labeled as Point D and explain why quadrilateral $ABCD$ is a trapezoid.

MATHEMATICS

23.

Part A



Part B

Isosceles-right triangle

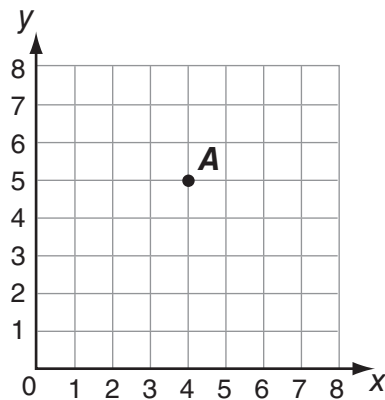
Part C

(6, 2)

The quadrilateral is a trapezoid because it has one set of parallel sides.

This is a **3**-point response because the student has completed all parts of the problem correctly. The student has correctly plotted and labeled the points, correctly identified the type of triangle ABC , and given a clear description of why the shape, $ABCD$, is a trapezoid.

- 23** The coordinate grid below shows Alice's neighborhood. Point A represents Alice's house. Her friends Barbara, Carlos, and Dana also live in the neighborhood.



Part A

Plot Point A on the grid in your answer booklet. Barbara's house is at the point $(1, 5)$. Plot that point and label it Point B . Carlos' house is at the point $(1, 2)$. Plot that point and label it Point C .

Part B

If Alice walks to Barbara's house and the two girls then walk to Carlos' house before returning to Alice's, which type of triangle is formed?

Part C

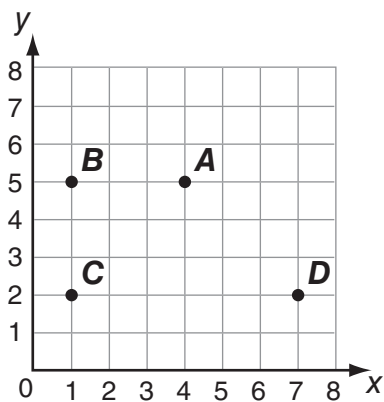
Point D represents Dana's house. When the four houses are connected by line segments, they form a trapezoid.

Find and label a Point D on the grid. Identify the coordinates of the point you labeled as Point D and explain why quadrilateral $ABCD$ is a trapezoid.

MATHEMATICS

23.

Part A



Part B

Right triangle

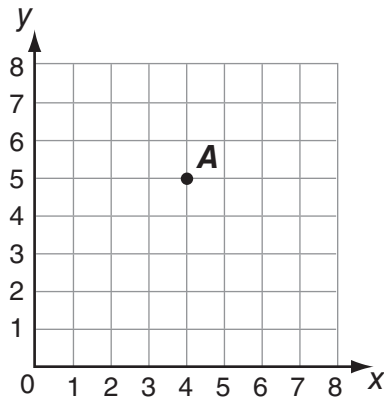
Part C

(7, 2)

*The quadrilateral is a trapezoid because it has two
right angles.*

This is a **2-point** response because the student has correctly completed Parts A and B of the problem and identified a Point *D* that creates a trapezoid, but the explanation is incorrect.

- 23** The coordinate grid below shows Alice's neighborhood. Point A represents Alice's house. Her friends Barbara, Carlos, and Dana also live in the neighborhood.



Part A

Plot Point A on the grid in your answer booklet. Barbara's house is at the point $(1, 5)$. Plot that point and label it Point B . Carlos' house is at the point $(1, 2)$. Plot that point and label it Point C .

Part B

If Alice walks to Barbara's house and the two girls then walk to Carlos' house before returning to Alice's, which type of triangle is formed?

Part C

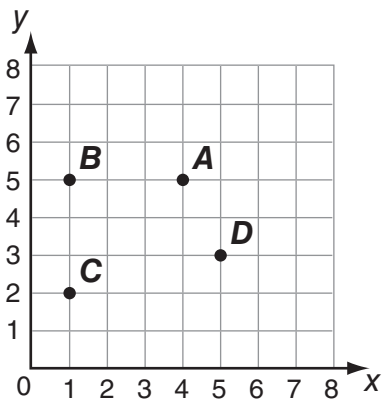
Point D represents Dana's house. When the four houses are connected by line segments, they form a trapezoid.

Find and label a Point D on the grid. Identify the coordinates of the point you labeled as Point D and explain why quadrilateral $ABCD$ is a trapezoid.

MATHEMATICS

23.

Part A



Part B

Acute triangle

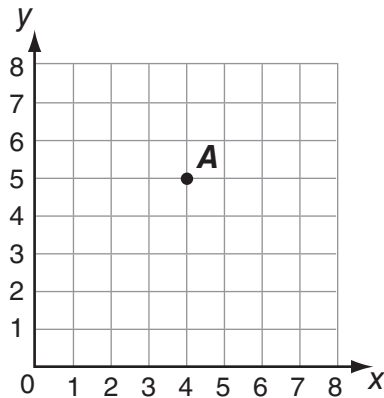
Part C

(5, 5)

two parallel lines

This is a 1-point response because the student correctly answers only Part A. The student attempts to answer Parts B and C; however, the responses are incorrect.

- 23** The coordinate grid below shows Alice's neighborhood. Point A represents Alice's house. Her friends Barbara, Carlos, and Dana also live in the neighborhood.



Part A

Plot Point A on the grid in your answer booklet. Barbara's house is at the point $(1, 5)$. Plot that point and label it Point B . Carlos' house is at the point $(1, 2)$. Plot that point and label it Point C .

Part B

If Alice walks to Barbara's house and the two girls then walk to Carlos' house before returning to Alice's, which type of triangle is formed?

Part C

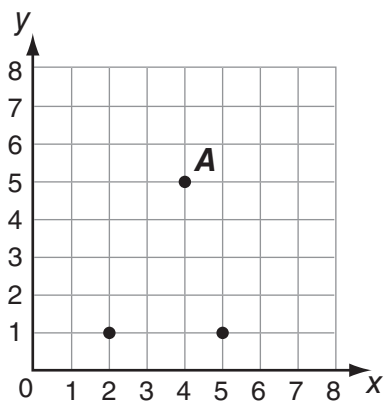
Point D represents Dana's house. When the four houses are connected by line segments, they form a trapezoid.

Find and label a Point D on the grid. Identify the coordinates of the point you labeled as Point D and explain why quadrilateral $ABCD$ is a trapezoid.

MATHEMATICS

23.

Part A



Part B

Acute triangle

Part C

A square

This is a 0-point response because the student has not completed any part of the problem correctly. The student did correctly transfer Point A from the test booklet; however, the response shows no understanding of the problem's essential mathematical concepts.

Answer Key for NJ ASK 2007 Grade 7 Mathematics Assessment Samples

- | | | |
|------|-------|---------------------|
| 1. A | 9. A | 17. C |
| 2. D | 10. C | 18. D |
| 3. C | 11. D | 19. A |
| 4. B | 12. A | 20. B |
| 5. C | 13. B | 21. D |
| 6. D | 14. C | 22. A |
| 7. C | 15. D | 23. Please refer to |
| 8. B | 16. B | rubric below. |

Mathematics	
Open-Ended Scoring Rubric	
Points	Criteria
3	<p>The student finds the value of the expression to be 150,229. The student correctly rewrites the expression using exponents. The student explains that the expression can never have a negative value because the -7 is multiplied an even number of times and both variables are raised to an even power (2). The student rewrites the expression in Part C as $5^4 \times 2^6 \times 3^5$. For example:</p> <p>Part A $(-7)(-7)(-7)(-7)(2)(2) + (3)(3)(5)(5)(5)(5)(5)(5)(1)(1)$ $= (2,401)(4) + (9)(15,625)(1)$ $= 9,604 + 140,625 = 150,229$</p> <p>Part B $(-7)^4 y^2 + 3^2 5^6 x^2$ The value of this expression can never be negative because -7 is multiplied an even number of times, and even if x and y are both negative in value, they are raised to the power of 2 (squared). When any value is squared, it has a positive value.</p> <p>Part C $625 = 5 \times 5 \times 5 \times 5 = 5^4$ $64 = 2 \times 2 \times 2 \times 2 \times 2 \times 2 = 2^6$ $243 = 3 \times 3 \times 3 \times 3 \times 3 = 3^5$. So the expression becomes $5^4 \times 2^6 \times 3^5$.</p>
2	The student correctly answers two of the three parts of the question.
1	<p>The student correctly answers only one of the three parts of the question.</p> <p>OR</p> <p>The student provides some correct and relevant work or explanations.</p>
0	The response shows insufficient understanding of the problem's essential mathematical concepts. The response is incomplete or inaccurate and contains major errors, or no response is given.

- 23** Jenny wrote the following expression in her notebook.

$$(-7) \cdot (-7) \cdot (-7) \cdot (-7) \cdot y \cdot y + 3 \cdot 3 \cdot 5 \cdot 5 \cdot 5 \cdot 5 \cdot 5 \cdot 5 \cdot x \cdot x$$

Part A

What is the value of the expression if $x = 1$ and $y = 2$? Show all your work.

Part B

Show how Jenny can correctly rewrite this expression using exponents. Explain why the value of the expression can never be negative.

Part C

Rewrite the following expression as the product of 3 prime numbers with exponents.

$$625 \cdot 64 \cdot 243$$

MATHEMATICS

23.

Part A

$$2,401 \bullet y^2 + 9 \bullet 15,625 \bullet x^2 = 2,401(4) + 140,625 (1) =$$

$$9,604 + 140,625 = 150,229$$

Part B

$$7^4 y^2 + 3^2 5^6 x^2$$

The expression cannot be negative because there are four -7's and multiplying an even number of negative signs makes a positive. Also, there are two y's and two x's, so same thing, two negatives would make a positive.

Part C

$$625 \text{ is } 5 \times 125 = 5 \times 5 \times 25 = 5 \times 5 \times 5 \times 5 = 5^4 \text{ and } 5 \text{ is a prime number}$$

$$64 \text{ is } 8 \times 8 = 2 \times 2 \times 2 \times 2 \times 2 \times 2 = 2^6 \text{ and } 2 \text{ is a prime number}$$

$$243 \text{ is } 81 \times 3 = 9 \times 9 \times 3 = 3 \times 3 \times 3 \times 3 \times 3 = 3^5 \text{ and } 3 \text{ is a prime number}$$

$$5^4 \times 2^6 \times 3^5$$

This is a **3-point** response because the student has completed all parts of the problem correctly. The student has correctly calculated the value of the expression, rewritten it with exponents, and explained why it cannot be negative. The student has also rewritten the expression in Part C using exponents.

- 23** Jenny wrote the following expression in her notebook.

$$(-7) \cdot (-7) \cdot (-7) \cdot (-7) \cdot y \cdot y + 3 \cdot 3 \cdot 5 \cdot 5 \cdot 5 \cdot 5 \cdot 5 \cdot 5 \cdot x \cdot x$$

Part A

What is the value of the expression if $x = 1$ and $y = 2$? Show all your work.

Part B

Show how Jenny can correctly rewrite this expression using exponents. Explain why the value of the expression can never be negative.

Part C

Rewrite the following expression as the product of 3 prime numbers with exponents.

$$625 \cdot 64 \cdot 243$$

MATHEMATICS

23.

Part A

$$(-7) \bullet (-7) \bullet (-7) \bullet (-7) \bullet y \bullet y + 3 \bullet 3 \bullet 5 \bullet 5 \bullet 5 \bullet 5 \bullet 5 \bullet 5 \bullet x \bullet x =$$

$$(-7) \bullet (-7) \bullet (-7) \bullet (-7) = 2401 \quad y = 2 \text{ so } y \bullet y = 4 \quad 4 \times 2401 = 9604$$

$$3 \bullet 3 = 9 \quad 5 \bullet 5 \bullet 5 \bullet 5 \bullet 5 \bullet 5 = 15625 \quad x = 1 \text{ so } x \bullet x = 1$$

$$9 \times 15625 \times 1 = 140625$$

$$9604 + 140625 = 150,229$$

Part B

$$(-7) \bullet (-7) \bullet (-7) \bullet (-7) = (-7)^4 \quad y \bullet y = y^2$$

$$3 \bullet 3 = 3^2 \quad 5 \bullet 5 \bullet 5 \bullet 5 \bullet 5 \bullet 5 = 5^6 \quad x \bullet x = x^2$$

$$\text{Putting this all together you get } (-7)^4 y^2 + 3^2 5^6 x^2$$

The minuses of the -7 are multiplied 4 times to always become a plus.

Part C

$$625 =$$

$$625 \bullet 64 \bullet 243 \text{ is}$$

This is a 2-point response because the student has correctly completed Part A and rewrote the expression using exponents in Part B of the problem. The student shows some understanding of why the expression cannot be negative, but the explanation is incomplete. The student did not attempt Part C.

- 23** Jenny wrote the following expression in her notebook.

$$(-7) \cdot (-7) \cdot (-7) \cdot (-7) \cdot y \cdot y + 3 \cdot 3 \cdot 5 \cdot 5 \cdot 5 \cdot 5 \cdot 5 \cdot 5 \cdot x \cdot x$$

Part A

What is the value of the expression if $x = 1$ and $y = 2$? Show all your work.

Part B

Show how Jenny can correctly rewrite this expression using exponents. Explain why the value of the expression can never be negative.

Part C

Rewrite the following expression as the product of 3 prime numbers with exponents.

$$625 \cdot 64 \cdot 243$$

MATHEMATICS

23.

Part A

$$(-7)^4 y^2 + 3^2 \times 5^6 \times x^2 = 2401 y^2 + 9 \times 15625 \times x^2$$

$$X = 1 \quad y = 2$$

$$2401 \times 4 + 9 \times 15625 \times 1 = 2401 \times 13 \times 15625 = 487703125$$

Part B

$$(-7)(-7)(-7)(-7) = (-7)^4 \quad y \times y = y^2$$

$$3 \times 3 = 3^2 \quad 5 \times 5 \times 5 \times 5 \times 5 \times 5 = 5^6 \quad X \times X = x^2$$

$$\text{The answer is } (-7)^4 y^2 + 3^2 5^6 x^2$$

This can't be negative because all of the numbers or letters are multiplied an even number of times.

Part C

$$5 \times 125 = 625$$

$$2 \times 32 = 64$$

$$3 \times 81 = 243$$

$$\text{The answer is } (5 \times 125) (2 \times 32) (3 \times 81)$$

This is a 1-point response because the student correctly answers only Part B. The student attempts to answer Parts A and C; however, the responses are incorrect.

- 23** Jenny wrote the following expression in her notebook.

$$(-7) \cdot (-7) \cdot (-7) \cdot (-7) \cdot y \cdot y + 3 \cdot 3 \cdot 5 \cdot 5 \cdot 5 \cdot 5 \cdot 5 \cdot 5 \cdot x \cdot x$$

Part A

What is the value of the expression if $x = 1$ and $y = 2$? Show all your work.

Part B

Show how Jenny can correctly rewrite this expression using exponents. Explain why the value of the expression can never be negative.

Part C

Rewrite the following expression as the product of 3 prime numbers with exponents.

$$625 \cdot 64 \cdot 243$$

MATHEMATICS

23.

Part A

$$4 \times (-7) \times 2 \times y = -56y$$

+

$$2 \times 3 \times 6 \times 5 \times 2 \times X = 260 X$$

=

$-56y + 260X$ If X is 1 and y is 2 are

substituted = 148

Part B

$$4(-7) \times 2(y) + 2(3) \times 6(5) \times 2(X)$$

This isn't negative because X equals +1 and y equals +2

Part C

Don't Know

This is a 0-point response because the student has not completed any part of the problem correctly. The response shows no understanding of the problem's essential mathematical concepts.